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ABSTRACT

To assist in the development of a statewide plan for increasing minority participation for both students and employees, the Wisconsin Technical College System (WTCS) Board conducted a review of progress made in minority access, recruitment, retention, and employment in System colleges from 1989 to 1994. The review included outcomes related to total enrollments, basic education enrollments, occupational program enrollments and graduation rates, and enrollments and graduation rates for high earning potential programs (HEPPs), or programs which offer graduates a monthly salary of at least $1,500. Study results included the following: (1) overall, minority student enrollment increased from 6.9% (n=30,960) in 1989-90 to 8.3% (n=36,273) in 1993-94; (2) in basic education over the same period, minority enrollment increased from 23.8% of the total basic education enrollment to 27.8%; (3) although minority students accounted for 9.3% of the occupational program enrollments in 1993-94, they represented only 7.1% of the occupational graduates; (4) minority enrollment in HEPP increased by only .5% over the 5-year period, from 6.1% to 6.6%, indicating that the WTCS needs to improve minority student recruitment and retention in this area; and (5) although the number of minority employees in the System increased by 12.7% over the period, total systemwide minority employment was below the 1990 Census figures by 2.1%. Descriptions of recruitment programs in three districts are appended. (Contains 2 figures and 21 data tables.) (TGI)

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ED 393 499

Progress Report on

MINORITY PARTICIPATION AND RETENTION

FY 1989-90 through FY 93-94

October, 1995

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Wisconsin Technical College System

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PROGRESS REPORT ON

MINORITY PARTICIPATION AND RETENTION

FY 1989-90 THROUGH FY 1993-94

Wisconsin Technical College System Board
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PREFACE

Minority Participation in Wisconsin's VTAE System, Strategies For Success, the 1990 report issued by the Governor's Commission, included recommendations for improving minority participation in the Technical College System and to set forth a plan of action for implementation.

The role that the technical college plays in providing postsecondary training is vital. The consistently increasing ethnic minority population representation within the state is compelling as can be seen in the report that follows. This increase is also reflected in the general enrollments in our technical colleges. The Wisconsin Technical College System Board is committed to improving minority participation. It is the role and the obligation of the Technical College System to provide each of our students the opportunity to obtain a quality education and to remove barriers that hinder their achievement

There are a number of programs and activities which have been developed and implemented by WTCS districts who have received Minority Participation and Retention funds. These efforts have either had a positive impact or they have the potential for positive impact. A brief description of three such programs is included as Addendum A. There are other promising programs and activities being implemented. These will be highlighted in subsequent reports.

We have made progress in addressing and resolving some issues. However, challenges still remain which we look forward to meeting.

INTRODUCTION

Section 38.04 (8) Wis. Stats. states, in part, that "the (technical college system) board shall develop a plan to increase minority group member participation and retention in the technical college system." This statute further states that the plan " shall review the progress made by the board and by district boards in the previous school year".

The purpose of this report is to update interested parties on the State Board's progress in the area of minority participation and retention in the Wisconsin Technical College System (WTCS). The parameters of this report have been expanded to include a review of progress over the last four years such as to provide an historical view of progress and to establish a base for future efforts and progress reports.

Generally speaking, it appears that the efforts to increase minority participation for students have been relatively successful, especially when you view overall enrollment. However, while system figures show progress over time, work needs to continue to ensure consistent and long-term improvement. Emphasis must be placed on critical areas of student retention, completion, achievement of basic education skills and graduation rates, particularly in programs with high earning potential.

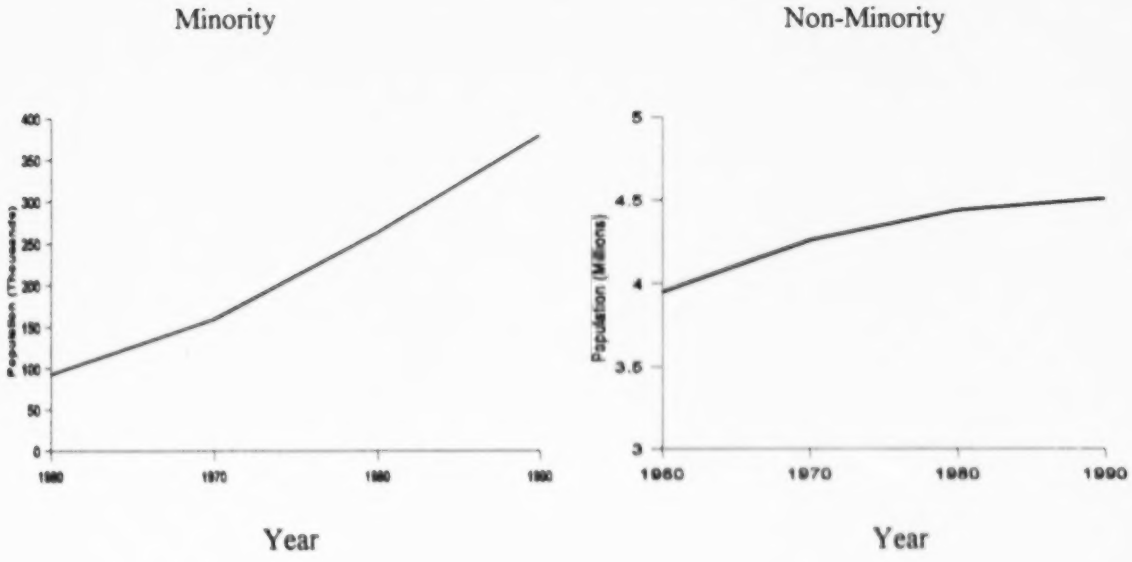
In addition to improving minority student participation, the Governor's Commission also addressed employment within the WTCS. Included in this report is a brief summary of progress in the area of minority employment.

Overall, minority employment in the WTCS districts has increased since FY 1989-90. However, there are districts which need to increase their efforts, given the growing diversity in the state's population. More specifically, the minority participation initiative encouraged increased efforts to hire minority faculty and staff in upper level professional positions. There continues, however, to be a very limited number of ethnic minorities in higher level administrative positions.

BACKGROUND

U.S. Census data indicates a continuous increase in the total population for the state of Wisconsin over the last thirty years, from 1960 to 1990. The minority population has contributed substantially to this increase with a continuous upward swing, while the non-minority population appears to be leveling off as can be seen in Figure 1 below. This dramatic population increase for ethnic minorities and the relatively low minority participation in the Wisconsin Technical College System in the past was part of the impetus for the establishment of the Governor's Commission.

FIGURE 1
State of Wisconsin Population



Since 1980 the minority population has increased over 44 percent, as seen in Table 1, and over 300 percent since 1960. This dramatic increase has pushed minority group populations up so that the ethnic minority population within the state now represent 7.8 percent of the total population compared to 2.3 percent in 1960.

TABLE 1
Total Population of Wisconsin
Minority and Non-Minority

Year	Minority	%	Non-Minority	%
1980	262,732	5.6	4,443,035	94.4
1990	379,246	7.8	4,512,523	92.3

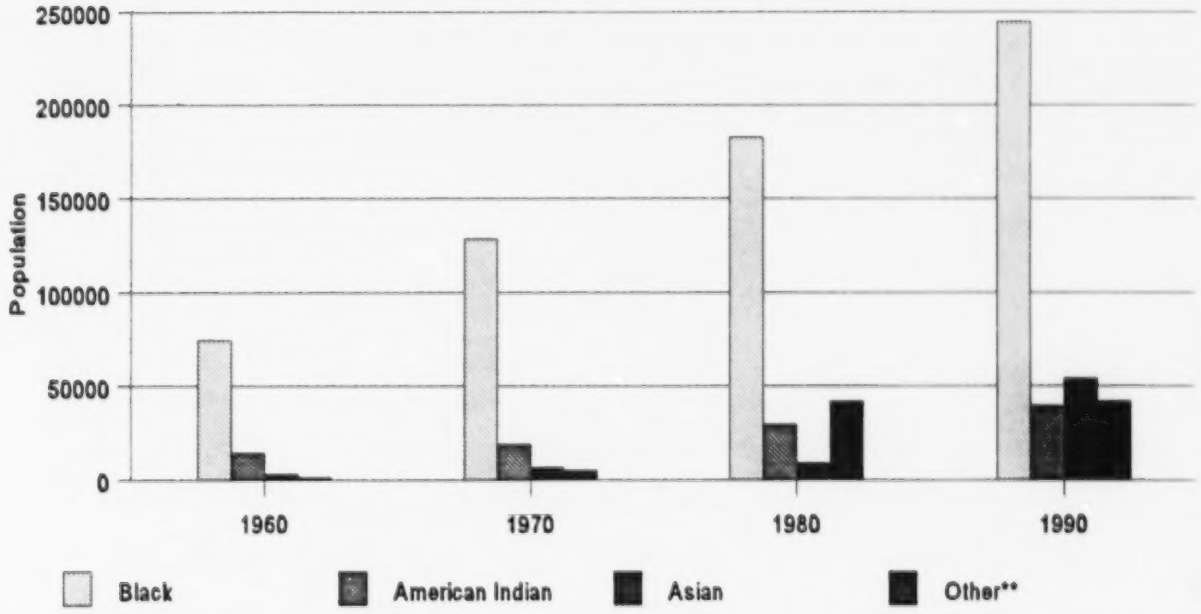
Source : U.S. Census data for the year listed.

The largest ethnic minority group within the state continues to be Black (African American). In 1960 the Black population was 1.9 percent or 74,546. By 1990 the Black population had increased to 5.0 percent or 244,539. American Indian, Asian and Hispanic populations have also seen similar increases (See Table 2 and Figure 2 below).

TABLE 2
Total Minority Population of Wisconsin
By Ethnic Category*

Year	Black*	%	American Indian	%	Asian	%	Other**	%
1980	182,592	69.5	29,320	11.2	9,032	3.4	41,788	15.9
1990	244,539	64.5	39,387	10.4	53,583	14.1	41,737	11.0

FIGURE 2
Wisconsin Minority Population By Ethnic Category*



* = Categories used by the U.S. Census.
** = Includes Hispanics.
Source : U.S. Census data for the year listed.

Because of the increased ethnic minority population and Governor Thompson's ongoing concerns relating to minority access, recruitment and retention in the Wisconsin Technical College System for the greatest proportion of ethnic minorities within the state, a Commission on Minority Participation in Vocational-

Technical Education was appointed in early 1990. The Commission's charge was to address these issues and concerns. In October 1990, the Commission submitted it's report to the Governor. The Report included recommendations for improving minority participation in the technical college system for the overall ethnic minority population. Also included were recommendations specific to each ethnic minority group. As a result of their analysis, the Commission developed an Executive Report together with a long term plan of action.

Under the leadership of the State Board, each WTCS district was required to assess the status of minorities and their involvement and then develop a Minority Participation Plan together with a time line for implementation. Initially, these Plans were developed annually. However, because of the implementation schedule of specific programs and activities, Plan development was changed to biennial. Districts are, however, required to evaluate their individual Plan outcomes annually to determine the impact and to make appropriate adjustments to ensure that the goals are reached. The self evaluation outcomes are forwarded to the State Board as Annual Summary Reports which are then used in the development of the WTCS annual report and Plan .

ANALYSIS

The WTCSB office annually collects and maintains student information from all WTCS districts in a number of computerized databases. This student information is used to analyze trends and outcomes of system wide initiatives and priorities. The information included in this report has utilized these databases.

To assist in the development of a statewide plan for increasing minority participation for both students and employees in the system, a review and analysis of the progress to date was performed. Basically this report looks at data from 1989-90 through 1993-94. The review for students included analysis of information related to total student enrollments; basic education enrollments; occupational program enrollments and graduation rates; and high earning potential programs (HEPP) enrollments and graduation rates. A brief analysis of WTCS employment data is also included using district staffing information.

The primary information sources used in the analysis were: the Client Reporting System for student demographic and course enrollment information; the Program Graduation System for total numbers and demographic information on graduates; and the Graduate Follow-Up System for information on HEPP graduates.

All information collected and maintained in these systems is submitted by the 16 WTCS districts to the State Board. Therefore, the analysis and conclusions drawn are based on the best district information available.

Another factor to consider is that a number of student and staff are reported by the district with an unknown ethnic category. Unlike Census Data "Unknown" is an allowable data reporting element within the WTCS information systems. Therefore, student and staff ethnic information are minimum percentages and include only those people who have self-identified an ethnic category. Actual percentages of all ethnic categories would likely be higher if this data element were not a legitimate reporting option.

WTCS Student Enrollment

As can be seen in Tables 3 and 4, progress is being made. Since 1989-90 (pre minority participation efforts) minority student enrollment has steadily increased. In 1989-90, minority student enrollment was 30,960 or 6.9 percent of the total WTCS student enrollment. In FY 1993-94, however, minority students represented 36,273 or 8.3 percent of the total enrollment.

TABLE 3
Total Student Enrollment
Minority and Non-Minority

Fiscal Year	Minority	%	Non-Minority	%	Unknown	%
1989-90	30,960	6.9	389,672	87.0	27,187	6.1
1990-91	31,956	7.0	394,975	86.9	27,797	6.1
1991-92	35,163	7.6	399,106	85.9	30,166	6.5
1992-93	35,119	7.8	391,017	86.3	26,761	5.9
1993-94	36,273	8.3	372,125	84.9	29,998	6.8
Cumulative*	5,313	17.2	(17,547)	-4.5	2,811	10.3

TABLE 4
Total Minority Student Enrollment
By Ethnic Category

Fiscal Year	Black	%	American Indian	%	Asian	%	Hispanic	%
1989-90	15,660	50.6	3,452	11.1	5,263	17.0	6,585	21.3
1990-91	16,080	50.3	3,932	12.3	5,339	16.7	6,605	20.7
1991-92	17,133	48.7	4,453	12.7	5,846	16.6	7,731	22.0
1992-93	16,263	46.3	4,388	12.5	6,862	19.5	7,606	21.7
1993-94	17,236	47.5	4,569	12.6	6,493	17.9	7,975	22.0
Cumulative*	1,576	10.1	1,117	32.4	1,230	23.4	1,390	21.1

* = Total change in number of students and percent change over the five year period.

Source : Student Characteristics by Program Aid Code Report.

The most current census data, i.e., the 1990 census, indicates that the minority percentage of the total state of Wisconsin population was 7.8 percent. The minority student enrollment in the WTCS of 8.3 percent in FY 1993-94 is higher than the minority representation in the general population. However, further analysis of the student enrollment data does raise concerns.

Basic Education

It is the responsibility of the WTCS to prepare all students for the workforce, including those with basic education needs at the point of entry. Basic education courses are utilized by a substantial number of minority and non-minority students. For example, the 1993-94 basic education enrollments were in excess of 73,600 students. The continuing need to improve academic levels of a substantial number of all students so that they are able to enroll immediately into occupational programs and successfully complete the requirements is being addressed by the System through several initiatives.

However, as can be seen in Tables 5, 6, and 7 below, basic education enrollment for ethnic minority students (including ESL students) is substantial and represents a disproportionately high total in terms of actual numbers and percentages. It should be noted that the minority student enrollment in basic education is also included in the total student enrollment numbers which contributes to the favorable overall minority student enrollment figures presented above.

For 1989-90 minority student basic education enrollment was 17,146 or 23.8 percent of the total basic education enrollment. By 1993-94, the enrollment had increased to 20,487 or 27.8 percent of the total. Even more significant is that 56.5 percent of all minority students in 1993-94 were enrolled in at least one basic education course. This exceptional proportion of minority student basic education enrollment may be attributed in part to the conscious effort on the part of the WTCS to increase minority student participation. However, increased enrollments in basic education also requires an additional challenge to increase the retention and transition of students into occupational programs.

TABLE 5
Total Basic Education Enrollment
Minority and Non-Minority

Fiscal Year	Minority	%	Non-Minority	%	Unknown	%
1989-90	17,146	23.8	52,849	73.3	2,112	2.9
1990-91	17,998	23.1	57,617	74.1	2,185	2.8
1991-92	19,579	24.3	58,592	72.8	2,284	2.9
1992-93	19,500	26.3	52,451	70.7	2,273	3.0
1993-94	20,487	27.8	50,294	68.3	2,838	3.9
Cumulative*	3,341	19.5	(2,555)	-4.8	726	34.4

* = Total change in number of students and percent change over the five year period.

TABLE 6
Total Minority Basic Education Enrollment
By Ethnic Category

Fiscal Year	Black	%	American Indian	%	Asian	%	Hispanic	%
1989-90	8,655	50.5	1,137	6.6	3,336	19.5	4,018	23.4
1990-91	9,177	51.0	1,472	8.2	3,383	18.8	3,966	22.0
1991-92	10,100	51.6	1,612	8.2	3,448	17.6	4,419	22.6
1992-93	9,080	46.6	1,469	7.5	4,070	20.9	4,881	25.0
1993-94	9,555	46.7	1,482	7.2	4,382	21.4	5,068	24.7
Cumulative*	900	10.4	345	30.3	1,046	31.4	1,050	26.1

* = Total change in number of students and percent change over the five year period.

Source : Client in Basic Skills Report (VE215556).

TABLE 7
Basic Education Headcount as a Percent of Total Headcount*
By Ethnic Category

Fiscal Year	Total	Non-Minority	Minority	Black	American Indian	Asian	Hispanic	Unknown
1989-90	16.1%	13.6%	55.4%	55.3%	33.0%	63.4%	61.0%	7.8%
1990-91	17.1%	14.6%	56.3%	57.1%	37.4%	63.4%	60.1%	7.9%
1991-92	17.3%	14.7%	55.7%	59.0%	36.2%	59.0%	57.2%	7.6%
1992-93	16.4%	13.4%	55.5%	55.8%	33.5%	59.3%	64.2%	8.5%
1993-94	16.8%	13.5%	56.5%	55.4%	32.4%	67.5%	63.6%	9.5%
Cumulative**	4.3%	-0.4%	2.0%	0.3%	-1.5%	6.5%	4.2%	21.8%

* = Percentages in this table represent the percent of the students in each Ethnic Category enrolled in at least one Basic Education course as part of their total course enrollments.

** = Cumulative equals the change in the percent of Basic Education enrollment for each Ethnic Category from 89-90 to 93-94.

Source : Client in Basic Skills Report (VE215556) and Student Characteristics by Program Aid Code Report.

Occupational Program Enrollment

Annual minority student enrollment in occupational programs has increased from 5,709 or 7.5 percent of the total enrollments in 1989-90 to 7,226 or 9.3 percent in 1993-94, as seen in Tables 8 and 9. This is an increase of over 1,500 students. This continuous increase in minority student enrollment in occupational programs may be attributed in part to the special efforts of districts who have successfully implemented recruitment and retention efforts.

TABLE 8
Total Occupational Program Enrollment
Minority and Non-Minority

Fiscal Year	Minority	%	Non-Minority	%	Unknown	%
1989-90	5,709	7.5	67,483	88.3	3,218	4.2
1990-91	5,906	7.8	67,027	88.3	2,930	3.9
1991-92	6,728	8.5	69,427	87.4	3,272	4.1
1992-93	6,896	9.0	67,877	89.0	1,472	2.0
1993-94	7,226	9.3	68,507	88.4	1,793	2.3
Cumulative*	1,517	26.6	1,024	1.5	(1,425)	-44.3

TABLE 9
Total Minority Occupational Program Enrollment
By Ethnic Category

Fiscal Year	Black	%	American Indian	%	Asian	%	Hispanic	%
1989-90	3,441	60.3	610	10.7	706	12.3	952	16.7
1990-91	3,453	58.5	702	11.9	722	12.2	1,029	17.4
1991-92	3,846	57.1	827	12.3	846	12.6	1,209	18.0
1992-93	3,346	48.5	909	13.2	1,389	20.1	1,252	18.2
1993-94	3,981	55.1	833	11.5	1,066	14.8	1,346	18.6
Cumulative*	540	15.7	223	36.7	360	51.0	394	41.4

* = Total change in number of students and percent change over the five year period.

Source : Client in Program 10, 20, 30, 31, 32 Summary Report (VE215554) net of Basic Skills Program enrollments.

Occupational Program Graduates

The increase in minority student program enrollment has also meant an increased number of minority student graduates in occupational programs, as evidenced in Tables 10 and 11 below. While the number of minority graduates has increased over 17 percent from 957 in 1989-90 to 1,127 in 1993-94, total minority graduates represent only 7.1 percent of the total graduates in 1993-94.

TABLE 10
Total Occupational Program Graduates
Minority and Non-Minority

Fiscal Year	Minority	%	Non-Minority	%	Unknown	%
1989-90	957	6.4	13,600	91.0	391	2.6
1990-91	1,012	6.5	14,175	91.4	330	2.1
1991-92	1,053	6.5	14,656	91.2	366	2.3
1992-93	1,149	7.2	14,404	91.0	282	1.8
1993-94	1,127	7.1	14,197	89.9	478	3.0
Cumulative*	170	17.8	597	4.4	87	22.3

TABLE 11
Total Minority Occupational Program Graduates
By Ethnic Category

Fiscal Year	Black	%	American Indian	%	Asian	%	Hispanic	%
1989-90	538	56.2	107	11.2	174	18.2	138	14.4
1990-91	524	51.8	138	13.6	190	18.8	160	15.8
1991-92	484	46.0	138	13.1	200	19.0	231	21.9
1992-93	569	49.5	174	15.2	193	16.8	213	18.5
1993-94	537	47.6	170	15.1	212	18.8	208	18.5
Cumulative*	(1)	-0.2	63	58.9	38	21.8	70	50.7

* = Total change in number of students and percent change over the five year period.

Source : Graduate Follow-Up System Report (VE211414).

Progress is being made to increase occupational enrollments and graduation as a result of the minority student initiatives. However, the minority student graduation ratio of 7.1 percent of the total is well below the program enrollment percentage of 9.3. Program retention efforts should, therefore, continue to be a major area of focus for each Technical College.

High Earning Potential Programs (HEPP)

In addition to reviewing overall occupational program enrollment of ethnic minority students, High Earning Potential Program (HEPP) enrollments and graduation rates were also examined. The HEPPs were operationally defined as those programs which offer graduates an average monthly salary which equals or exceeds $1,500 per month, since that threshold provides what is generally considered an above average living wage to the graduate. This information was obtained from the annual Graduate Follow-Up Report.

High earning potential in a particular occupation can differ from district to district. However, since the desire was to obtain some indication of the status of ethnic minority student enrollment in these programs system wide, the program selection was based on average earnings statewide. The HEPP program data selected to measure minority enrollment in a given year is also used in the graduation review for that year. The assumption is that the selected HEPP with an average monthly earning of $1500 will remain so in the future or until current matriculating students graduate. Additionally, the majority of the programs with high earning potential are consistent from year to year, which tends to further validate the criteria for program selection.

The HEPP enrollment and graduation data appears to indicate that the system needs to do substantially more in the area of minority student recruitment and retention in this area. Ethnic minority enrollments in HEPP have increased, from total enrollments of 1,609 or 6.1 percent in 1990-91 to 2,014 or 6.6 percent in 1993-94. This data only became available starting in 1990-91. However, over the four year period increases have been inconsistent and slow, see Tables 12 and 13. When assessing the progress of the WTCS in minority recruitment and retention efforts in this area, it should be noted that minority student enrollments in HEPP have increased over 25 percent.

TABLE 12
Total HEPP* Enrollment
Minority and Non-Minority

Fiscal Year	Minority	%	Non-Minority	%	Unknown	%
1990-91	1,609	6.1	24,058	91.2	705	2.7
1991-92	1,889	6.3	27,047	90.7	889	3.0
1992-93	1,853	6.7	25,252	91.4	531	1.9
1993-94	2,014	6.6	28,210	92.3	347	1.1
Cumulative**	405	25.2	4,152	17.3	(358)	-50.8

TABLE 13
Total Minority HEPP* Enrollment
By Ethnic Category

Fiscal Year	Black	%	American Indian	%	Asian	%	Hispanic	%
1990-91	902	56.1	187	11.6	209	13.0	311	19.3
1991-92	985	52.1	247	13.1	287	15.2	370	19.6
1992-93	797	43.0	256	13.8	455	24.6	345	18.6
1993-94	927	46.0	303	15.1	395	19.6	389	19.3
Cumulative**	25	2.8	116	62.0	186	89.0	78	25.1

* = Programs selected based on the Graduate Follow-up Report where graduates of Aid Code 10, 31, or 32 programs average monthly salary equaled or exceeded $1500.

** = Total change in number of students and percent change over the four year period.

Note: Each year's programs were selected independently, therefore, comparative analysis between years or studies of cumulative change is of limited value.

Source : Statewide Program/Course Enrollments Report (VE215330) and the WTCSB Graduate Follow-Up Report.

It appears that once minority students are enrolled in a HEPP, the number successfully completing the program and graduating increases. In 1990-91 there were 155 minority student graduates from HEPP, or 4.1 percent of the total. For 1993-94 minority student graduates totaled 366 or 6.0 percent as shown in Tables 14 and 15 below. This progression is encouraging but acceleration is critical.

TABLE 14
Total HEPP* Graduates
Minority and Non-Minority

Fiscal Year	Minority	%	Non-Minority	%	Unknown	%
1990-91	155	4.1	3,554	94.0	73	1.9
1991-92	222	4.8	4,285	92.7	118	2.5
1992-93	300	5.6	5,004	93.5	47	0.9
1993-94	366	6.0	5,662	92.9	65	1.1
Cumulative**	211	136.1	2,108	59.3	(8)	-11.0

TABLE 15
Total Minority HEPP* Graduates
By Ethnic Category

Fiscal Year	Black	%	American Indian	%	Asian	%	Hispanic	%
1990-91	85	54.9	23	14.8	24	15.5	23	14.8
1991-92	107	48.2	18	8.1	44	19.8	53	23.9
1992-93	117	39.0	48	16.0	74	24.7	61	20.3
1993-94	170	46.4	69	18.9	76	20.8	51	13.9
Cumulative**	85	100.0	46	200.0	52	216.7	28	121.8

* = Programs selected based on the Graduate Follow-up Report where graduates of Aid Code 10, 31, or 32 programs average monthly salary equaled or exceeded $1500.

** = Total change in number of students and percent change over the four year period.

Note: Each year's programs were selected independently, therefore, comparative analysis between years or studies of cumulative change is of limited value.

Source : Program Graduates By District Report (VE216510).

Wisconsin Technical College System Employment

The WTCS minority employment practices appear to be making progress. While the percent of minority employment has increased 12.7 percent between FY 1989-90 and FY 1993-94, total system wide minority employment was well below the 1990 Census, i.e., 5.7 percent compared to 7.8 percent respectively (See Tables 16 and 17).

TABLE 16
Total District Employment
Minority and Non-Minority

Fiscal Year	Minority	%	Non-Minority	%	Unknown	%
1989-90	1,029	4.7	19,929	91.8	762	3.5
1990-91	1,139	5.4	19,280	91.6	620	3.0
1991-92	1,134	5.5	18,908	91.0	733	3.5
1992-93	1,178	5.7	18,674	91.0	675	3.3
1993-94	1,160	5.7	18,481	91.3	609	3.0
Cumulative*	131	12.7	(1,448)	-7.3	(153)	-20.1

TABLE 17
Total Minority District Employment
By Ethnic Category

Fiscal Year	Black	%	American Indian	%	Asian	%	Hispanic	%
1989-90	571	55.5	87	8.4	155	15.1	216	21.0
1990-91	669	58.7	85	7.5	159	14.0	226	19.8
1991-92	639	56.3	96	8.5	177	15.6	222	19.6
1992-93	649	55.1	88	7.5	182	15.4	239	22.0
1993-94	640	55.2	91	7.8	190	16.4	239	20.6
Cumulative*	69	12.1	4	4.6	35	22.6	23	10.7

* = Total change in number of employees and percent change over the five year period.

Source : Staff Accounting Information System.

Full-Time minority employment has improved at a higher rate over the same period as seen in Tables 18 and 19 below. Minority employees now represent 8.8 percent of Full-Time WTCS district employees, a 21.6 percent increase from FY 1989-90.

TABLE 18
Total Full-Time Employees
Minority and Non-Minority

Fiscal Year	Minority	%	Non-Minority	%	Unknown	%
1989-90	524	7.5	6,341	91.0	109	1.5
1990-91	555	7.9	6,361	90.6	107	1.5
1991-92	573	8.2	6,372	90.7	80	1.1
1992-93	667	9.2	6,475	89.7	81	1.1
1993-94	637	8.8	6,520	90.3	64	0.9
Cumulative*	113	21.6	179	2.9	(45)	-41.3

* = Total change in number of employees and percent change over the five year period.

TABLE 19
Total Minority Full-Time Employees
By Ethnic Category

Fiscal Year	Black	%	American Indian	%	Asian	%	Hispanic	%
1989-90	321	61.2	36	6.9	55	10.5	112	21.4
1990-91	340	61.2	36	6.5	56	10.1	123	22.2
1991-92	348	60.7	38	6.6	59	10.3	128	22.4
1992-93	387	58.0	44	6.6	78	11.7	158	23.7
1993-94	382	60.0	45	7.1	74	11.6	136	21.3
Cumulative*	61	19.0	9	25.0	19	34.6	24	21.4

* = Total change in number of employees and percent change over the five year period.

Source : Staff Accounting Information System

A concern exists about the disparity among districts in percentages of minority employment, which ranges from 0.5 percent to 19.4 percent.

It should be noted that full time professional employment for ethnic minorities has increased over 26 percent since FY 1989-90 and is now at 6.9 percent as seen in Tables 20 and 21 below.

TABLE 20
Total Full-Time Professional* Employees
Minority and Non-Minority

Fiscal Year	Minority	%	Non-Minority	%	Unknown	%
1989-90	249	5.6	4,112	92.6	82	1.8
1990-91	260	5.8	4,113	92.3	82	1.8
1991-92	284	6.4	4,135	92.3	59	1.3
1992-93	305	6.8	4,156	92.0	58	1.3
1993-94	314	6.9	4,188	92.0	52	1.1
Cumulative**	65	26.1	76	1.9	(30)	-36.6

TABLE 21
Total Minority Full-Time Professional* Employees
By Ethnic Category

Fiscal Year	Black	%	American Indian	%	Asian	%	Hispanic	%
1989-90	146	58.6	19	7.6	34	13.7	50	20.1
1990-91	156	60.0	19	7.3	32	12.3	53	20.4
1991-92	170	60.0	22	7.7	37	13.0	55	19.3
1992-93	180	59.0	25	8.2	44	14.4	56	18.4
1993-94	179	57.0	28	8.9	48	15.3	59	18.8
Cumulative**	33	22.6	9	47.4	14	41.2	9	18.0

* = Professional Employees consist of Administrators, Supervisors, Instructors, Counselors, Librarians, Instructional Specialists, and Professional Non-Faculty.

** = Total change in number of employees and percent change over the five year period.

Source : Staff Accounting Information System.

CONCLUSIONS / RECOMMENDATIONS

Minority student participation and retention efforts have shown continuous improvement over the last five years, as evidenced by an overall increase in minority student occupational program enrollments. While it appears that part of the enrollment increase is due to a rise in basic education enrollments, a portion can also be attributed to a conscious effort on the part of the WTCS to increase recruitment, retention and successful completion for minority students.

It is important to note, however, that despite this positive trend, the data tends to indicate that the increase in occupation program enrollments has not resulted in a corresponding increase in program graduates at the level one would hope to see since 1989-90. Thus, districts must begin to target additional resources and design and implement effective programs and activities to meet minority student participation and retention goals.

In the HEPP area, WTCS district data points to a notable under representation of ethnic minority students in the enrollment and graduation figures, when compared to the total population, overall enrollment, and occupational program enrollment percentages. Although enrollment and graduation rates in the HEPP area have shown an overall increase over the review period, minority student enrollment and retention for the programs with high earning potential appear to be considerably below the acceptable level. This initiative should receive top priority system wide.

WTCS overall minority employment figures have shown progress over time. However, ethnic minority employment in professional positions, and the disparity in the number of minority employees among the sixteen districts continues to be a concern.

Following are examples of programs/activities which have been implemented by three districts which are currently funded in part by the Minority Participation and Retention Grant. Each of the activities addresses the overall objective of increasing the number of minority students who enroll and successfully complete programs which offer high earning potential for graduates.

BLACKHAWK TECHNICAL COLLEGE MINORITY SUMMER INSTITUTE (MSI)

The Blackhawk Technical College (BTC) MSI is an intense six week pre-technical program that provides comprehensive assessment, academic preparation, career planning and transitional assistance to prepare minority students for placement in and completion of occupational programs with high earning potential. This project targets high school individuals in grades 9 - 12.

FY 1995-96 began the second year of the MSI as a joint program between the Private Industry Council of Rock County and BTC. Funded through the Job Training Partnership ACT (JTPA) and general purpose revenue funds awarded by the WTCS, the program was created to provide twenty-five disadvantaged minority youth employability skills and exposure to occupations with high earning potential. In 1993-94, the MSI functioned solely as an academic program with a 50 percent dropout rate (twenty participants enrolled with only ten completing). For 1994-95 and 1995-96, a worksite experience component was added to the program resulting in much higher completion rates of 84 percent and 96 percent respectively.

The academic enrichment portion of the program consisted of 3.5 hours of classes in Math, Science and communications for four days per week for four weeks. Each Friday, participants were exposed to employability skills training including resume writing, career planning, proper application writing, and interviewing skills. During the fifth week, participants were given tours of area businesses and institutions. In addition, workshops were given to expose participants to several programs at BTC, including Dental Hygiene, Computer and Welding. Participants were also given pre and post assessment tests to document their academic progress.

The work experience component was a coordinated effort of local employers, the JTPA Work Experience Specialist (WES) and the program participants. Each participant was interviewed to determine their occupational interests, and although not always successful, attempts were made to match the participant with a related worksite. Employers were contacted once every ten days to check on the participant's status. The WES also made at least one visit to each worksite during the six weeks.

At completion of the program, employers were requested to complete a program evaluation and a student evaluation. Ninety percent of all evaluations were completed and returned. Based on the participant completion rate and the feedback of students and worksite supervisors, the MSI continues to successfully serve the needs of the participant and community agencies.

CHIPPEWA VALLEY TECHNICAL COLLEGE

During FY 1994-95, an early warning system was piloted school-wide at Chippewa Valley Technical College (CVTC) to monitor minority student progress on a weekly basis and provide assistance as soon as possible. Briefly, the system worked as follows. From the district's data base, a list of enrolled students who self-identified as race code 1 through 4 on admission forms were compiled. The Early Warning Program was discussed with students who were enrolled in high earning potential programs. With the student's approval, staff began the process.

For each class in which the students were enrolled, discussions were held with instructors and each agreed agreed to participate. Once per week instructors received a request for information via E-mail specifically relating to students class progress for the previous week. The E-Mail communication provided an easy way to have immediate access to current information so that assistance could be provided to the student before serious problems developed.

During the fall and spring semesters a total of 95 students participated of which 11 withdrew; 11 received GPA below 2.0; 19 receive GPA between 2.5 and 3.0; 20 received GPA of 2.5 to 3.0; and 40 students had GPA greater than 3.0. This effort also further assisted instructors and staff in remaining focused on the fundamentals of the program, i.e., successful academic progress of students enrolled in high earning potential programs.

MADISON AREA TECHNICAL COLLEGE

Beginning FY 1995-96, Madison Area Technical College piloted an innovative Learning Laboratory designed to enroll, retain and graduate minority students in voc-tech instructional programs or programs which offer high earning potential for graduates. The Minority Student Services Administrator coordinated the development and implementation of the PASS - Program Access Student Success Learning Lab. The Curriculum Specialist and instructors from four voc-tech programs, Machine Tooling; Nursing; Welding and Veterinarian Technician first developed five math and five communications competencies that were then modified to deliver hands on experiences in the four occupational areas. (The Vet Tech program is not identified as a high earning potential program but is included because of similarities of competencies in other medical fields which offer high earning potential.). Incorporated in the Learning Lab activities were skills such as cooperative learning/teamwork, communicating with instructors, effective use of district resources and study skills.

The week-long program was videotaped, and all activities were conducted in labs rather than classrooms. Each instructor taught two activities while other facilitators worked with individuals or with small groups. Student participants were pre and post tested. They also completed a follow-up survey and questionnaire which revealed some attitudes about the program.

The primary criteria for enrollment the PASS Learning Lab was: high motivation and the desire for additional support in the areas of Math, Communication and Student Success Skills. Participants were recruited through the Minority Student Services office. There were a total of 20 participants and included Asian, African American, Native American and Hispanic. The ages

ranged from 18 to 40 years. Of the 20 participants 2 withdrew. The 18 program completers are currently enrolled at MATC and are enrolled in high earning potential programs or are on a waiting list for enrollment. The Minority Student Services Office continues to maintain contact with these students to provide assistance for successful program completion. This program will be expanded further in FY 95-96 with additional program instructors at MATC.

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